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AUTHOR Hawley, Peggy
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ABSTRACT

A total of 136 women students: math science majors, counselors in training, and teachers in training were subjects in this study concerned with the relationship between women's career choice and their perception of men's views of the feminine ideal. As predicted, women's perceptions of men's views of the feminine ideal were differentially related to the careers for which they were preparing. Women in career areas traditionally considered masculine (math science) were most concerned with men's approval. Teachers in training tended to be more home-centered than job-centered. Counselors in training seemed to be less governed by their husband's wishes than either of the other groups. The math science subjects were more non-conforming in their choice of careers while counselors were more non-conforming in regard to their husband's wishes. (Author/KJ)

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Peggy Hawley, Ph.D.

San Diego State College

San Diego, California

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THE RELATIONSHIP OF WOMEN'S PERCEPTIONS OF MEN'S VIEWS OF THE FEMININE IDEAL TO CAREER CHOICE

The choice of a career like the choice of a marriage partner is extremely difficult to explain in any rational or direct way. Much of the work in the area of career development has been descriptive and speculative in nature; it is only recently that empirically-based data have contributed very much to the work of theory-building (Crites, 1969, p. 621-629).

Perhaps because of the complex nature of career choice for women as contrasted with that of men (Ginzberg, 1966, p. 5) most of the theory has focused upon the male worker (Tiedeman & O'Hara, 1963, Surette, 1967, Neff, 1968). Educators know that male and female students choose different careers for different reasons, yet most counseling for girls is based either on prescriptive stereotypes or borrowed theory.

Some highly vocal aspects of the women's liberation movements notwithstanding, marriage appears to be a primary goal for most women (Bernard, 1966, p. 182; Ginzberg, 1966, p. 174; Freedman, 1967, p. 151). Consideration of the problem of career choice then must confront the effect of such choice upon the man-women relationship. Despite the obvious centrality of this relationship, few attempts have been made to measure men's attitudes and to study empirically their effect upon women's educational and career decisions. Many observers note however that women (with varying degrees of awareness) make career decisions on the basis of what they think men will tolerate (Bettelheim, 1962; Heist, 1963; Riesman, 1964; Surette, 1967). A 1966 United States Department of Labor survey of more than 66,000 working women disclosed that only four percent of them worked in opposition to their husband's wishes.

A major deterrent to career activity, particularly in the male-dominated professions may be that many women are convinced men are threatened by intelligent females. A recent study indicates that bright women are caught in a "double bind" worrying not only about failure but about success (Horner, 1969). The feeling that success in the competitive world of work would make them less attractive in the eyes of men is apparently still a viable notion (Matthews & Tiedeman, 1964). An attempt was made to effect this notion experimentally in a study of the women's scales of the Strong Vocational Interest Blank. Women were told that men like intelligent women, that men and women are promoted equally and that it is possible to combine family and career. The result was a reduction in home-career conflict suggesting that women might become more actively engaged in careers if they thought men would not disapprove of such behavior (Farmer & Bohn, 1970).

One investigation confronted the problem of differences between women's ideal woman and women's perceptions of men's ideal woman. When describing the ideal women for themselves women described passive and active orientation as equal. They felt, however, that men's ideal for womanhood was significantly more passive and subordinate than their own (Steinmann, Levi & Fox, 1964).

Based upon the assumption that men's attitudes effect women's career development and that women (like children from certain backgrounds) frequently do not experience any reason to think of themselves in connection with "non-feminine" career choices (Field, Kehas & Tiedeman, 1963), this study reports the results of an investigation into the relationship between women's career choice and their perceptions of men's views of the feminine ideal.

METHOD

Subjects:

One hundred thirty-six women students at San Diego State College registered in the year 1968-1969 were randomly selected within three stratifying variable classifications: math-science majors, counselors-in-preparation, and teachers-in-preparation. After selection subjects were further divided into married and not married categories. Thus a 2 x 3 crossed design, Marital Status by Career Choice was formed.

Group descriptions:

Math-science: There were thirty-nine women in this group, twenty-one of whom were married, eighteen of whom were not married. Career goals included engineering, chemistry, biology, physics and mathematics. Some of them were part-time students and some full-time with a mean of 9.5 current units registered. Mean age equaled 26.56 years. Four subjects were members of minority groups, three Oriental and one American Indian.

Respondents were asked to list father's and husband's (if married) occupations and to state whether or not their mothers worked. Occupations were assigned values based upon Duncan's Socioeconomic Status Scale (Duncan, 1967, p. 28). This scale ranges from 1 (professional, self-employed) to 17 (farm labor). Mean level for father's occupation for this group was 5.23, a value equivalent to "proprietor" in the hierarchy of occupations. As a group they married men higher on the scale, the mean value for husband's occupation was at the professional, self-employed level (mean = 1.06). Nineteen of their mothers worked full or part-time during some period in their lives. Twenty stated that their mothers did not work outside the home.

Counselors-in-preparation: Fifty-two students comprised this group. Twenty-seven of them were married, twenty-five were not married. They were preparing for careers in various settings, elementary, secondary and Junior College counseling positions, rehabilitation agencies and other agency environments. Most were full-time students with a mean of 11.0 units registered. As a group they averaged somewhat older than the other two groups with a mean of 32.81 years of age. Three were members of minority groups, two reporting their ethnic origin as Oriental, one as Brown.

Father's occupations listed on Duncan's Socioeconomic Scale were slightly lower on the occupational hierarchy than math-science majors with a mean of 5.66 ranking between proprietor and clerical. Husband's occupations ranked about the same as math-science majors showing a mean of 1.16. Twenty-five reported working mothers, twenty-seven stated that their mothers did not work.

Teachers-in-preparation: Forty-five women form the student teacher group. Twenty-one were married and twenty-four were not married. Most were full-time students with a mean for current units registered the same as for counselors, 11.0. They were similar to math-science subjects in age with a mean of 26.34 years. Only one was a minority group member listing herself as Oriental.

Father's occupations averaged 6.04 placing at the clerical level in Duncan's Scale. Husbands ranked at the 2.14 or professional salaried level. Nineteen of their mothers worked, twenty-six did not work.

Instrument:

A Likert-type scale of thirty-five items with five subscales of seven items each was used. Each statement began with the words, "Significant men in my life think women . . ." followed by a statement concerned with ideal attitudes and behavior. Responses were measured along a six-point scale from Very Strongly Agree to Very Strongly Disagree. No neutral choice was designated and subjects answered all items.

Source of items: Many researchers have been concerned with the effect of culturally supported ideals of femininity upon the formation of identity and career. There are differences however in the assumptive structure of the approaches to this problem. Two premises emerge from the literature:

1. When the assumption is that there are qualities, tendencies and abilities that are innately and essentially feminine, the direction of investigation turns toward an identification of those cultural presses which violate biologically rooted characteristics and impose demands upon women that are incompatible with their natures.

2. When the assumption is that the biological distinction is inappropriate or dysfunctional and that a more androgynous concept of sex roles is appropriate in our time, the investigation turns to an examination of the ideals of femininity which restrict behavior to a narrowly defined sex-based model.

These two assumptions can be conceptualized as a continuum having a "dichotomous" pole at one end and an "androgynous"[1] pole at the other. Scores at the dichotomous end indicate the belief that behavior is appropriately male or female. Scores at the androgynous end indicate the belief that no sex referent is necessary in the circumstances specified. Subjects were expected to define significant men for themselves. They could be fathers, brothers, boyfriends, teachers, employers or husbands, etc.

Within these two opposing views of the determinants of behavior there are many notions regarding what it means to be female. As Bettelheim (1962) notes, very few human conditions have been effected as strongly by the changes in society as have the behavioral repertoire of women. Opinions current in our culture range from the view that pursuit of a career outside the home is a violation of woman's feminine core and a rejection of her sexuality to the view that being "only a housewife" is a waste of intellectual potential. Modern novels, plays, movies and television programs are replete with obvious and subtle references to behavioral implications of femininity. These views were incorporated into statements some of which dealt directly with career problems, others of which were concerned with behaviors which made no direct reference to career behavior but which had implications for it, e.g., competitiveness, subordination, intellectual aggressiveness, etc. Attitudes with implications for career behavior and relationships between the sexes as well as overt behaviors were included in the collection of statements.

Items were then subjected to the scrutiny of twenty judges representing both sexes, a variety of ages, educational levels and positions on the socioeconomic and occupational hierarchy. An item pool of eighty statements was compiled after judges eliminated redundancies, clarified wording and determined that these notions represented generally the universe of behaviors and attitudes germane to career choice.

Subscales: Because of their apparent conceptual relationship to several major themes in the lives of women and in order to further establish content validity judges were asked to sort items into various categories

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1. Rossi (1964) has expanded the literal meaning of this word to mean male-female equality and similarity in all behaviors except those connected with strictly physiological differences.

deemed representative of the main aspects of female life style. Since more precise information is yielded by subscales than by a single composite score, the responses were factor analyzed to see if the items grouping together conceptually also grouped mathematically. The intent was to search for a common underlying construct identifying and unifying each subscale.

Factors may be viewed as constructs (Guilford, 1948, p. 251) each representing its unique ability to describe the data. A set of such scores permits a minimum of overlap which means greater potential multiple correlation and predictive validity when used to analyze complex data. Low redundancy also facilitates more meaningful score profiles because differences between such scores are more reliable. Another advantage of the factor rotation method is that factor "loadings" or "saturations" are one indication of validity (Guilford, 1965, p. 476) and may be regarded as correlation coefficients between items and factors (Kerlinger, 1966, p. 654). Items with loadings of .45 or more were used in the final form of the instrument. Five factors were identified through this technique, given the following labels and used as the dependent variable set:

1. Woman as Partner: division of responsibility, power and labor between the sexes in the conjugal relationship.

2. Woman as Ingenue: woman in her most dependent state, as a possession, a decorative item, and a sex symbol.

3. Woman as Homemaker: emphasis on woman's traditional role as keeper of the home in contrast to outside activities.

4. Woman as Competitor: women's right to compete and the implications of this behavior for the relationship between men and women, particularly in the world of work.

5. Woman as Knower: appropriate ways of knowing, e.g., the assumption that women are more intuitive and men are more rational.

These five variates comprise a set which is assumed to be underlying a universe of perceptions regarding behaviors and attitudes which are (or are not) appropriate to women. Table 1 gives the within cell correlations of these variates showing the highest correlation to be between Homemaker and Competitor with a shared variance of slightly over 46 percent.

Reliability:

In addition to the information on reliability provided by factor loadings, alpha coefficients of internal consistency were obtained.

TABLE ONE

Correlation Matrices of Measure of Women's Perceptions of Men's Views of the Feminine Ideal as the Dependent Variate Set

	Partner	Ingenue	Homemaker	Competitor
Ingenue	.37			
Homemaker	.59	.43		
Competitor	.65	.51	.68	
Knower	.53	.51	.67	.64

Correlation Matrices of Measures of Women's Perceptions of Men's Views of the Feminine Ideal and Composite Scores

Partner	.734
Ingenue	.263
Homemaker	.940
Competitor	.712
Knower	.739

The program TESTAT[1] was used to estimate the internal consistency of the instrument. This program yields an estimate of the relation of each item to its subscale and to the total test. It also yields a reliability estimate for the instrument as a whole. Table 2 shows the results of this analysis. It can be seen that the alpha coefficient for the total test was .93 and the range of coefficients for subtests ranged between .70 and .84.

Although the internal consistency of the test as a whole was high, the Ingenue variate contained two of the items of lowest reliability. This contributed to the erratic behavior of the Ingenue scale, a phenomenon which will be reported in the Results section of this paper and more fully discussed in a later section of this report.

Personal and Demographic Information:

In addition to responses on the five variates comprising the test instrument, other personal and demographic information was gathered (Appendix, p. 43).

Research questions:

An underlying assumption in this investigation was that men's opinions are important to women and that they effect ways in which women identify themselves as female. As such they are influential in feminine life styles in measureable terms. Clearly some men are more influential than others. Fathers and brothers may be early influences on femaleness; later peers, teachers, employers, boyfriends and husbands may further effect (perhaps counteract) previous behavioral and attitudinal patterns.

The phenomenological position that behavior is a function of perception was adopted as a premise allowing for the measurement of men's attitudes indirectly through the perceptions of those they were presumed to effect--women. Because the position is that individuals act out of their own perceptual and belief systems, it follows that the important dependent variable of interest here is what women believe men think regardless of what men actually do think.

Growing out of the basic posture and pertinent to this inquiry are several questions of fundamental interest.

A. Are women's perceptions of men's views of the feminine ideal differentially related to their career choice?

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1. Cronbach (1951) introduced the alpha coefficient as a measure of internal consistency. The program TESTAT calculates the mean of all possible splits of a test and was converted for use at Claremont Graduate School, Claremont, California by Harrison, Church and Bleakney.

TABLE TWO

Alpha Coefficients of Measures of Women's Perceptions
of Men's Views of the Feminine Ideal as the Dependent Variate Set

Partner	Ingenue	Homemaker	Competitor	Knower	Total
.77	.70	.81	.84	.70	.93

If men's views are influential it appears that marital status could have a significant effect upon subject's responses to the test items. Thus a correlative question becomes:

B. Are women's perceptions of men's views effected by their marital status?

These two questions dictate the independent variables to be tested, Career Choice and Marital Status. They also determine the stratifying variables noted under selection of subjects. Should an affirmative answer be found to either or both of the above questions the following problems emerge:

C. Which of the subscales forming the dependent variable set contribute most to group differences?

D. Are there other variables associated with group characteristics which could as adequately explain group differences?

Research Hypotheses:

Prior research (Hawley, 1968) indicated a relationship between women's perceptions of men's views of the feminine ideal and their career choice ($p < .001$) and between their perceptions of men's views and their marital status ($p < .007$). It was found that women in traditionally designated feminine careers such as homemaking, elementary school teaching, nursing and the like tended to score nearer the dichotomous end of the continuum. They believed significant men in their lives felt that sex was the basic determinant of behavior in the circumstances specified. Women in careers usually pursued by men tended to score nearer the androgynous end of the scale indicating they felt men did not make sex differentiations in the circumstances described. An additional finding was that married women responded in a significantly more androgynous manner than did those who were not married.

Based upon these previous outcomes the following hypotheses were made:

H_1 Mean scores for the teacher-in-preparation group will be significantly higher than for either of the other two groups indicating a group position nearest the dichotomous pole of the scale.

H_2 Mean scores for the math-science group will be significantly lower than for either of the other two groups indicating a group position nearest the androgynous pole of the scale.

H_3 Mean scores for married women will be significantly lower than mean scores for women who are not married indicating married women will occupy a position nearer the androgynous end of the scale and those who are not married will be nearer the dichotomous end.

STATISTICAL METHODOLOGY

Statistical procedures (developed by Bock and Haggard, 1968) which provide for the testing of multiple independent and dependent variables simultaneously were used to analyze the data. Multivariate analysis of variance tested the effect of Career Choice and of Marital Status (interaction between these variables was found nonsignificant) upon the dependent variate set. This set was comprised of five variates: Woman as Partner, Woman as Ingenue, Woman as Homemaker, Woman as Competitor and Woman as Knower. Career Choice was the effect of interest although the effect of Marital Status was previously found significant (Hawley, 1968) and was used as an independent (stratifying) variable.

Discriminant function analysis which is incorporated in the multivariate analysis of variance program (MANOVA)[1] provides a measure of the "efficiency" of each member of the dependent variate set. Through optimal weighting of those variates in linear combination which best discriminate between groups, the "best discriminators" can be found and the nature of group differences examined. Standardized discriminant function coefficients can only be interpreted in combination within (not between) discriminant functions.

In the first analysis of this 2 by 3 (Marital Status by Career Choice) crossed design, three deviation contrasts were made: (1) married subjects minus not-married subjects, (2) math-science majors minus the combination of counselors and teachers, and (3) teachers minus counselors.

Reanalyses were conducted in order to determine whether differences hypothesized to be due to Career Choice and/or Marital Status might actually be associated with another characteristic. The second analysis was conducted with the following covariates:

Age.
Current units registered.
Father's occupation.
Husband's occupation.
Mother's occupation.
Years teaching experience (teachers and counselors).
Grade preferred to each (teachers only).
Ethnicity.

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1. The computer program MANOVA was devised by Clyde, Kramer and Sherin (1966) and converted for use at Claremont Graduate School by Professor Forest Harrison.

RESULTS

Means and standard deviations are shown in Table 3. High scores on the scale indicate a dichotomous perception of men's attitudes, i.e., a belief that significant men tend to use sex as a determinant of the appropriateness of the behavior described. Low scores indicate an androgynous perception of male attitudes indicating significant men did not make a sex-based distinction in the behaviors specified. Group means obtained were in the direction predicted. Mean scores for math-science majors were lowest across all variates. Mean scores for teachers-in-preparation were highest across all variates. Counselors-in-preparation obtained mean scores between these two extremes but they scored closer to the math-science group than to the teacher group.

As predicted, women's perceptions of men's views of the feminine ideal were differentially related to the careers for which they were preparing. Multivariate analysis of variance yielded an unbiased estimate of these mean differences on the effect of primary interest, Career Choice (shown in Table 4). Multivariate F (df: 10/240) for Career Choice eliminating the effect of Marital Status equaled 2.87, $p < .002$.

Largest of the contributors to group separation when variates were considered in combination (as an optimally weighted set) was shown to be Homemaker. The standardized discriminant function coefficient for this variate was .721. Homemaker then can be viewed as the best discriminator between career groups.

When variates were weighted equally and considered independently, the largest univariate F (df: 2/124, $p < .001$) was also associated with this variate.

Partner and Knower were the next largest discriminators in the set with discriminant coefficients of .257 and .238 respectively. Competitor contributed the least (SDFC = .049) and Ingenue was found to be a large negative discriminator (SDFC = -.295), a finding which will be discussed later. Univariate F's produced by the analyses of variates independently did not parallel the discriminant functions except in the case of Homemaker.

Marital Status, the second effect of interest was found to be independent of Career Choice in the test for interaction and was tested for significance. The multivariate F for this analysis was found nonsignificant at the .09 level of confidence. Hypothesis Three (p. 9), stating that married women would score significantly more androgynous than women who were not married, was rejected.

This finding runs contrary to previous outcomes (Hawley, 1968) in which Marital Status had a significant effect upon respondent's scores tested at Claremont Graduate School. Several explanations of the con-

TABLE THREE

Means and Standard Deviations of Measures of Women's Perceptions of Men's Views of the Feminine Ideal as the Dependent Variate Set

		Partner	Ingenue	Homemaker	Competitor	Knower
Math-science Group						
	Mean	18.87	20.46	18.26	17.67	17.51
	S.D.	4.44	5.06	4.58	4.91	4.26
Counselor Group						
	Mean	19.65	22.25	18.60	20.27	18.98
	S.D.	6.05	5.47	5.39	5.95	4.86
Teacher Group						
	Mean	22.58	22.60	22.36	22.38	21.13
	S.D.	5.04	4.98	4.54	5.35	4.68

TABLE FOUR

Career Groupings: Multivariate Analysis of Variance with Measures of Women's Perceptions of Men's Views of the Feminine Ideal as the Dependent Variate Set

Source of Variation	df	Variable	Mean Square Between Groups	Univariate F (2/124)	P	SDFC[1]
Career Choice eliminating the effect of Marital Status	2/124	Partner	163.356	5.740	.004	.257
		Ingenue	50.517	1.825	.166	-.295
		Homemaker	217.818	9.277	.001	.721
		Competitor	221.397	7.149	.001	.049
		Knower	138.839	6.454	.002	.238

Multivariate F (df: 10/240) equals 2.866; $p < .002$.

1. Standardized discriminant function coefficients.

tradiction between findings on this variable are possible: differences in institutional setting, time lapse between studies, age of respondents, and educational level of respondents.

Claremont Graduate School is a small private institution while San Diego State College is large (approximately 24,000 students) and is a state-supported educational establishment. Such differences in size and status have implications for the educational environment in a variety of obvious and subtle ways. It is not known what effect, if any, this might have had upon the responses of subjects married and not married.

By itself, a time span of two years seems insufficient to account for differences between married and not-married subjects. Views of marriage as well as the experience of marriage may be undergoing change yet it is doubtful that people generally have altered their attitudes enough to account for a shift in confidence level such as found in these investigations.

Age was tested as a covariate in this inquiry and found to have no significant effect upon test scores for the San Diego State College group. There was a similar range of age for this and the San Diego group. Age means, however, were different. Mean age for the Claremont group was forty-two years of age and it was twenty-eight years for the San Diego group. An interesting follow-up would be to test the effect of age with the two groups combined.

Differences in the educational level of the two groups is the most promising explanation of differences in outcomes on the Marital Status variable between the two studies. In the Claremont study over 38% of the total sample were classed "non college." Many of these women had not ever attended college, none had B. A. or A.A. degrees. They averaged one year of college attendance. Because of the large percentage of non-college subjects this sample presumably represents the general society more than the San Diego sample composed exclusively of college students.

The psychological impact of getting married may not be as great for the college-educated woman as for her high school-educated counterpart. Freedman (1967, p. 64) and Sanford (1967, pp. 131-144) in their studies of college women show little attitudinal differences between married and single students. College environments promote closer heterosexual relationships than are afforded by high school settings where most students live at home under closer parental supervision. Whether or not male-female relationships involve sexual intercourse they do provide opportunities for prolonged and intimate relationships with the opposite sex.

Marriage in generations past has meant a dramatic change for the woman in terms of her sexuality, and responsibilities toward marriage and work. Sanford notes that college women reject nineteenth century admonitions to "be careful" and aim at an integration of sexuality into their lives and personalities. High school graduates may be more representative of traditional views, hence experience marriage differently than college women.

Finally, a multivariate generalization of analysis of covariance was performed in order to determine whether some of the concomitant variables (covariates listed previously) correlated appreciably with the errors of measurement or with the independent variables. If analysis of covariance showed that the covariants correlated as much or more with the main effect (Career Choice in this case), then observed group differences can be largely accounted for by one or more of the covariates (age, current units, father's occupation, etc.) and not by the effect of interest (Bock & Haggart, 1968, p. 129).

Eight covariates were tested separately and in combination and were found nonsignificant. In other words they did not "wash out" differences observed in the Career Choice groupings.

In sum, group mean relationships on the dichotomous to androgynous continuum were as hypothesized. Women in each career group shared perceptions with their group mates and differed significantly from members of the other career groups. These differences were found to be due only to the main independent variable, Career Choice, and not to any other of the characteristics tested. A more detailed discussion of group differences and similarities on the five dependent variates and individual test items follows:

Group similarities:

Although differences in perception were clearly seen between career group means across all variates several individual items elicited enough agreement among respondents to make them worthy of mention. Percentage of response on each of the multiple choice selections (1-6) are given in Table 5 for the three career groups combined.

There was an androgynous response to item number 32 which stated, "Significant men in my life think it is just as important to educate their daughters as to educate their sons." Forty-seven percent of the one-hundred thirty-six subjects very strongly agreed with this statement giving it a score of 1 (on a 1 to 6, androgynous to dichotomous scale). Item six which stated, "Significant men in my life think women should be paid the same salary which would be paid to a man in the same position" also brought an androgynous (very strongly agree) response from 35 percent of the total sample.

Surprisingly, most indicated they thought men would work under qualified women placed in positions of authority (item 27) although the degree of agreement was spread out more: 14 percent said, "very strongly agree", 17 percent said, "strongly agree" and 57 percent stated only, "agree." Twelve percent of the total sample disagreed with this item.

TABLE FIVE

Item Choice Distribution Percentages for Career Groups Combined

	Item	Androgynous				Dichotomous	
		Scores in percentages					
		1	2	3	4	5	6
Partner	1	22	27	37	11	2	0
	2	2	3	26	46	15	8
	3	6	5	21	37	18	12
	4	29	24	32	12	1	1
	5	11	12	29	34	12	1
	6	35	18	34	10	1	1
	7	17	18	34	19	7	4
Ingenue	8	12	12	29	35	7	5
	9	26	25	42	7	0	1
	10	24	23	36	12	3	2
	11	26	15	43	10	2	3
	12	10	15	37	29	7	2
	13	4	5	17	43	15	16
	14	5	13	53	21	5	2
Homemaker	15	18	15	46	13	7	1
	16	6	12	46	22	10	3
	17	18	16	42	20	1	2
	18	20	22	46	7	4	1
	19	21	25	38	14	1	1
	20	17	13	51	25	2	1
	21	15	20	41	19	3	1

TABLE FIVE (continued)

	Item	Androgynous				Dichotomous	
		Scores in percentages					
		1	2	3	4	5	6
Competitor	22	12	12	52	19	2	3
	23	23	17	39	18	2	1
	24	28	12	47	10	1	1
	25	12	15	44	21	4	4
	26	13	11	40	29	7	1
	27	14	17	57	10	1	2
	28	7	15	42	27	4	4
Knower	29	4	9	24	49	9	5
	30	18	27	44	10	1	0
	31	21	16	49	10	1	4
	32	47	17	31	4	0	1
	33	30	21	40	7	0	2
	34	11	8	36	34	5	6
	35	14	13	40	26	4	3

Group differences by subscale:

Woman as Homemaker: Both the Homemaker and Competitor subscales contain work-related statements, the former focusing upon home and work roles, the latter focusing upon the effects of competitive behavior in work situations.

As previously mentioned, Homemaker proved to be the most successful discriminator of the five member dependent variate set with a standardized discriminant function coefficient of .72 shown in Table 4. The low contribution to group separation made by Competitor can be explained by the fact that a strong association exists between these two subscales, their correlation shown in Table 1 equal to .68. Item choice percentages for the three career groups separated are given in the Appendix, Tables 8, 9, and 10.

Item 15 declares, "Significant men in my life think women should never let outside interests or activities interfere with domestic duties." Five or less than 13 percent of the math-science majors agreed with this statement compared with eight counselors (16 percent) and sixteen (35 percent) of the teachers.

Similar group-related perceptions were recorded on item 17 which asserts that men think women can do justice to both home and career. Again less than 13 percent of the math-science students disagreed with this statement and 21 percent very strongly agreed indicating an androgynous placement on the scale. Seventeen percent of the counselors disagreed while 25 percent very strongly agreed. Forty percent of the teachers disagreed indicating a relatively dichotomous position compared with the other two groups.

The old maxim, "A woman's place is in the home" (item 21) brought over 76 percent general disagreement in the total sample yet there were group differences in strength of response. Only two teachers very strongly disagreed with this item contrasted with 19 percent of the counselors and 23 percent of the math-science majors.

Mean scores for all three groups tended to be low (androgynous) for item 18 which stated that men think women at work act inappropriately, demanding at the same time equality and their "feminine prerogatives." Nevertheless, there were group differences in degrees of disagreement to this statement with math-science majors disagreeing most vehemently and teachers less strongly.

Under 28 percent of each the math-science group and 31 percent of the counseling group thought men valued small domestic services as the best way to show love (item 16). Forty-seven percent of the teaching group indicated they believed their men deemed it the best expression of affection.

Without exception the student-teacher group had the highest mean scores (the most dichotomous) on every item in the Homemaker scale. The counselor and math-science groups tended to have lower mean scores and they were closer together with counselors more androgynous than math-science people on several items.

Woman as Partner: Areas of responsibility and the division of power were the main focus of this variate. Most items dealt with the more global aspects of the male-female relationship, that is they tended to be more philosophical than specific.

Math-science students concurred that men believed in sharing the responsibilities and privileges of life equally with women (item 1). Their standard deviation of this item was .88 with only two subjects checking the "disagree" response. Variability was greater in the other two career groups with responses in the predicted direction, teachers holding the most dichotomous position and counselors placing in the middle.

Despite generally androgynous perceptions of male views on most items, math-science and counseling majors tended to feel men want to maintain their traditional positions of power and dominance at least to some extent. Approximately 62 percent of the math-science group agreed that men thought women should be the "power behind the man" and not the "one out in front" (item 2). Almost 60 percent of the counselors agreed and nearly 87 percent of the teachers agreed with this item.

Similar percentages were obtained for the item (number 3) which stated that men think women should let the man believe he is the dominant one even if this is not true.

Justification for a division of labor based on sex-related differences in abilities (item 5) was supported by nearly 58 percent of the teachers and only 39 percent of the math-science group with 45 percent of the counselors agreeing.

Item 7, with a similar orientation asserted that men think they should make important financial decisions and women should make decisions regarding home and children. This was rejected by most respondents in all three career categories but again most strongly by math-science people and least strongly by teachers-in-preparation.

Woman as Knower: This subscale was intended to tap the dimension dealing with the women's use of her intelligence and its implications for interpersonal relationships with men. Responses followed the now-familiar pattern with lowest means for math-science, highest means for teachers, and inbetween means for counselors.

The somewhat threadbare "beauty over brains" definition of femininity was given in item 30 and was strongly repudiated by a majority of subjects in all career groups. Three (under 8 percent) of the math-science group indicated "agree" with no one marking the "strongly agree" or "very strongly agree" choices. Approximately 10 percent of the counselors agreed (1 strongly) and just over 15 percent of the teachers agreed. Standard deviations for this item were the lowest across all three groups than for any other item.

Item 31, "Significant men in my life think women should limit themselves to friendships with other women" brought general disagreement with group differences in the predicted direction.

Eliciting the greatest percentages of "very strongly agree" responses in the total sample, item 32 (men believe it is just as important to educate daughters as sons) drew varied reactions from the teacher group (s.d. = 1.18). Counselors were most homogenous with s.d. = .97.

The importance of a woman's ability to be articulate and verbally fluent (item 33) evoked group responses in the expected direction.

The assertion that men would be willing to have a woman president of the United States if she were qualified (item 34) brought higher mean scores than many items yet it is interesting to note that the three means were all under a score of "4" which is the first degree of response on the disagree or dichotomous side of the continuum.

Last in the questionnaire is an item which affirms no genetically-based differences in the way men and women think. Counselors were slightly more androgynous than math-science people on this one while teachers again held the highest or most dichotomous group mean.[1]

Woman as Ingenue: Woman as a possession, a sex symbol, a lovely but dependent child was the intended image in this variate. The fact that it did not behave as predicted gives rise to speculation about the place of sex qua sex in our culture as well as to illuminate one poorly constructed item. It will be remembered that this dimension was a negative discriminator indicating that subjects scoring androgynously on the other four variates tended to score dichotomously on Ingenue and vice versa.

An inspection of mean scores (Table 3) does not reveal anything particularly startling about this subscale. However, the largest gap

1. Multivariate and univariate analyses of variance were conducted only for the five subscales and not for individual items so the significance of item mean differences is not known.

between means occurred between teachers and counselors on Partner, Homemaker and Knower. Competitor shows approximately the same absolute differences between groups. The gap in absolute mean differences is largest between counselors and math-science subjects on the Ingenue subscale.

Another and probably more important clue into the peculiar behavior of the Ingenue dimension lies in the internal consistency estimates of items in relation to the total subscale shown in Table 6. Here can be seen two items with low reliability estimates, item 12 with r = .34 and item 13 with r = .44.

Item 12 states, "Significant men in my life dislike women who think sex is paramount in all man-woman relationships." Disregarding means for a moment and looking only at percentages of agree-disagree responses (Appendix, Table 8), it can be seen that 41 percent of the math-science people disagreed (scored dichotomously) with this statement. Thirty-four percent of the counselors disagreed and 40 percent of the teachers disagreed. Math-science subjects were more like teachers on this item than they were like counselors.

A possible hypothesis which could help explain the behavior of this variate is that "androgynous women" who see their men making little sex differentiation in most areas of behavior, e.g., work, still view sex as a highly significant and pervasive part of human experience. An item as general as this which does not specify the particular behavior but seems to imply simply the saliency of sex in man-woman relationships could elicit such a reaction. Rossi (1964, p. 139) says, ". . .the salience of sex may be enhanced precisely in the situation of the diminished significance of sex as a differentiating factor in all other areas of life."

Explanation for the low reliability of item 13 may lie in one word which appears to be a "loaded" one, particularly for counselors and teachers. This item reads, "Significant men in my life think the one single most important thing a wife can do to insure a good marriage is to be supportive to her husband." "Supportive" apparently negated the researcher's intention and made the item a poor one for predicting group differences in the hypothesized direction. Intended was a contrast between women who thought their men wanted women to "live through" their husbands or find their meaning through them (a dichotomous orientation) and those who believed men wanted women to find their own personal identity first, as being a "whole" person was the best way to form good relationships. Clearly, this was a poorly constructed item and lacked specific reference to the dimension being measured.

The highest mean scores were found on this item, also the highest number of "6" responses indicating the most extreme dichotomous placement (very strongly agree) on the scale. Sixteen percent of the total

TABLE SIX

Item Reliability Estimates of Measures of Women's Perceptions of Men's Views of the Feminine Ideal as the Dependent Variate Set

Partner		Ingenue		Homemaker		Competitor		Knower	
Item	R (scale)	Item	R (scale)	Item	R (scale)	Item	R (scale)	Item	R (scale)
1	.68	8	.69	15	.79	22	.72	29	.36
2	.63	9	.72	16	.64	23	.77	30	.62
3	.68	10	.77	17	.77	24	.77	31	.71
4	.65	11	.71	18	.62	25	.76	32	.64
5	.62	12	.34	19	.60	26	.58	33	.63
6	.60	13	.44	20	.59	27	.79	34	.63
7	.66	14	.52	21	.79	28	.65	35	.63

sample "very strongly agreed" with this idea. Breaking down the data into career categories (Appendix, p. 34), we find 69 percent of math-science agreeing, 66 percent of counselors agreeing and 85 percent of teachers agreeing.

Item 8, "Significant men in my life think women expect to be slightly illogical" was generally rejected by subjects as means were all under the 4.0 level which is the minimum score for "agree." Math-science majors responses were varied on this item with a standard deviation of 1.39 compared with 1.28 for counselors and 1.07 for teachers.

Ninety-three percent of the total sample disagreed with the idea that men want to be flattered by women acting helpless (item 9). Only one of the 39 math-science people agreed with this "southern belle" notion of femininity, one of the teachers and five of the counselors.

Most subjects disagreed with item 10 which argued that men think women who are easily impressed and somewhat naive are especially feminine with means in the predicted direction.

Math-science majors again revealed a wide range of variability with a standard deviation of 1.39 on the item (number 11) claiming that men like women who use "feminine wiles" to accomplish their aims. Despite their variability over 38 percent "very strongly disagreed" with the statement. There was a small absolute difference between group means on this item.

Math-science people had little variation (S.D. = .87) and a mean identical to counselors on item 14 which stated that men think it is extremely important to marry a woman who is physically desirable in the eyes of other men. There was little within group variation on this item and small absolute between group differences.

Woman as Competitor: This variate is concerned with the right of women to compete and its effect upon the relationship between the sexes. Score means were found to be in the predicted direction (Table 3) yet they did not make an appreciable contribution to group separation (Table 4) so items in this subscale will not be discussed in detail. They can be seen in the copy of the test instrument in the Appendix, page 40.

Effect of Covariates:

After testing the data for the effect of Career Choice and Marital Status a second analysis was undertaken to test the effect of 8 co-variates: age, current units registered, father's occupation, husband's occupation, mother's occupation, years teaching experience, grade preferred to teach, and ethnicity.

Raw regression coefficients for four covariates shown in Table 7 show that controlling for these characteristics had little effect upon the five dependent variables. All tests were nonsignificant. Covariates were ordered for reanalysis by their presumed likelihood of effect upon respondent scores, although toward the end of the list the possibilities were viewed as equal and the sequence was arbitrary.

Age was considered most apt to effect perceptions of male views. Differences due to age has been widely discussed under the rubric of the "generation gap" and movements such as "women's liberation" and "new morality" are typical of the "under thirty generation." The fact that all subjects were college students may have been influential in negating the age factor. Previous research (Hawley, 1968) found significant differences between college women and women who have not attended college. There has been speculation that many attitudinal differences (views of war, civil rights, etc.) are greater between college and non-college people than between age groups.

A short rationale for the choice of the other covariates follows. Current Units Registered: Number of units undertaken was assumed to be an indication of career commitment separating those taking an occasional course from the full-time student. Father's Occupation: Father is an important early male figure who may shape ideas of femininity and masculinity as well as effecting standards of acceptability for marriage partner and career choice. Husband's Occupation: Women with husbands holding jobs lower on the occupation hierarchy (so-called blue collar levels) might be expected to have different perceptions of feminine career behavior than those married to professional men. Mother's Occupation: Whether mother worked or not might influence a woman's views of the nature of women's work and its implications for marriage and career choice. Since Mother's Occupation could not be meaningfully assigned a score on Duncan's Socioeconomic Scale, it was tested and found nonsignificant as a dichotomous variable and raw regression coefficients were not obtained. Years Teaching Experience and Grade Preferred to Teach were nonsignificant and since these variates did not apply to all subjects the raw regression coefficients are not shown. Ethnicity was also found to be nonsignificant but findings are not interpretable because there were only seven subjects from minority groups represented in this sample.[1] Had there been more subjects, ethnicity would have been considered equally as important as age as probable potential effector. All of the covariates were tested singly and in various combinations.

Significant Men's Support of Career Activities:

The question was asked of respondents, "Would you pursue an education leading to a career to which your husband objected? Please answer whether or not you are married." (Appendix; Personal Information, item 11.)

1. This is eloquent testimony to the need for recruiting students from a variety of ethnic groups, particularly into teaching and counseling.

TABLE SEVEN

Raw Regression Coefficients for Covariates:
Age, Current Units, Father's Occupation and Husband's Occupation

	Partner	Ingenue	Homemaker	Competitor	Knower
Age	.080	.076	.035	.057	.028
Current Units Registered	.054	-.069	-.029	-.075	-.085
Father's Occupation	.119	-.075	.000	.023	-.032
Husband's Occupation	-.037	-.022	-.098	-.084	-.009

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It is interesting that the women in career areas traditionally considered masculine (the math-science group) were most concerned with their men's approval. Only 10% answered "yes" to this question compared to 18% of the teachers and 23% of the counselors.

Women in heretofore masculine jobs are more responsive to their husband's wishes than those in traditionally feminine careers. This seems to be a strange mixture of avante guardism and traditionalism. Part of the apparent paradox can be explained by the fact that an educational program in the so-called hard sciences is demanding of time, money and personal commitment. Husbands are probably called upon to make numerous sacrifices performing tasks for themselves and others generally labeled "woman's work." As taxing as this is in time and energy it holds more important implications psychologically. Women venturing into territory beyond the "feminine zone" are particularly sensitive to the feelings of males in regard to the blurring of traditional male/female roles. They want to be sure that their activities are not a threat to their husband's sense of his own masculinity. Unmarried math-science majors felt they would not be attracted to men who perceived their career goals as unfeminine aspirations.

Eighteen percent of the teachers-in-preparation stated they would pursue career preparation in spite of their husband's objections. Since teaching has long been accepted as a feminine career (even when most work outside the home was not), the nature of the career choice probably poses no threat to the male ego. Many who were not married stated in interviews that they planned to work until marriage and suggested the possibility of resuming work at a later date. They tended as a group to be more home-centered than job-centered.

Counselors-in-preparation seemed to be less governed by their husband's wishes than either of the other groups. Twenty-three percent declared they would pursue present educational and career plans despite the disapproval of the husbands. Some added comments to their answers to the effect that they could not imagine significant men in their lives objecting to their careers. Others who were not married stated (as did some math-science subjects) they would not be interested in a man who would try to prevent them from following career interests. Nevertheless, this difference between the two most androgynous groups is a provocative one. Math-science subjects are more non-conforming in their choice of careers while counselors are more non-conforming in regard to their husband's wishes.

DISCUSSION

Theory-builders in the area of occupational choice are attempting to enlarge existing theory to a more comprehensive model which will include and explain the nature of the choosing-process for women.

Results of this study indicate the importance of male opinion in female career development and life style. The contention that women are reluctant to engage in behaviors that significant men in their lives view as unfeminine is strongly supported. Perhaps this is better expressed positively, women tend to pursue careers which are in accord with their notions of men's views of ideal female behavior.

Findings illustrate the need for articulation and examination of this phenomenon in the counseling situation in order that both counselor and counselee become aware of the effect of male attitudes in both academic and career choice processes. Discovery of several viable models of "acceptable" and "feminine" career patterns helps to widen options that are psychologically available and to reduce the constraints imposed by too narrow a definition of femininity.

Women students preparing for careers in three areas, (1) math-science, (2) counseling and (3) teaching were found to hold significantly different perceptions of male views of the feminine ideal.

Those preparing for careers in the male-dominated math and science areas held a model of femininity that was not violated by their entry into a field which has been traditionally outside the "female zone" of career activity. They indicated that significant men in their lives were not inclined to dichotomize behaviors into male and female classifications. Rather they felt their men held an androgynous view of behavior in which no sex referent was considered necessary in the circumstances described in the questionnaire.

Although counselors and teachers are often considered within the "helping professions" and both work in educational settings, and many move from teaching to counseling, significant differences were found between them in regard to what they felt men believe. Counselors measured significantly less androgynous than math-science majors yet not as dichotomous as teachers. Extremely interesting is the finding that despite the fact that teaching and counseling are viewed as having much in common, counselors "look" more like math-science majors (in regard to their perceptions of male attitudes) than they do like teachers. This is an indication that they will not impose narrow sex-based behavioral models on their counselees when they go to work.

Of the five subscales forming the dependent variate set, Woman as Homemaker proved to be the "best" discriminator between the three groups.

Responses showed that math-science women felt that men think women can perform adequately in business and professional fields, can do justice to both home and career and that women with outside activities are more interesting than those whose only concerns are domestic. Counselors-in-preparation tended to respond in the same direction only

less strongly. The largest gap occurred on this subscale between counselors and teachers. Teachers seemed much less convinced that significant men in their lives believed they could function well in home and career activities simultaneously.

Apparently the math-science group has a model of femininity which allows them the widest range of educational and career choices without fear of violating their female identity. They plan to enter fields which are highly demanding of effort, energy, commitment, money and time. Without strong male support they might not pursue careers which demand so much and intrude on premises labeled "for men only." Indeed, the old stereotype of the so-called masculine woman, secretly hostile to men in general and attempting to "out man the man" at every turn does not apply to this group. Over 90 percent of them (a greater percentage than either of the other groups) declared they would not pursue their present educational goals over the objections of husbands. Some of those who were not married, however, indicated they would probably not be interested in a man who would object to their career aspirations. This was particularly true of unmarried math-science students and counselors-in-preparation.

A seredipitous by-product of this research was disguised in the capricious behavior of the second largest contributor to group separation, Woman as Ingenue. The intention of the investigator was to paint a portrait of woman as a sex symbol, a body-over-mind creature who uses feminine wiles to manipulate men by acting illogical, helpless and naive. Had the subjects who scored androgynously on the other four scales reversed directionality by scoring dichotomously on the Ingenue dimension, a negative correlation between Ingenue and the other dependent variables would have been found. Table 1 shows this not to be the case although Ingenue has the lowest correlations in the matrix. When the Ingenue variate is tested against the composite score, i.e., the test as a whole, it shows a substantially lower correlation than any of the other four which are quite similar to each other (Table 1).

The erratic behavior of the scale is probably due to two items, numbers 12 and 13, one dealing with the primacy of sex in all male-female relationships and the other asserting that the single best way to insure a good marriage is for women to be supportive to their husbands.

Item 12 is the only one to use the word, "sex" except as a biological distinction. This word has rocketed from the unmentionable to near obsessive usage in our culture and subjects may be particularly sensitive to it. Furthermore, as Rossi (1964) notes, the significance of sex qua sex may actually be enhanced when it is not viewed as the universal determinant of behavior in other aspects of life. If this is true, the easing of sex-based restrictions could bring about increased awareness and appreciation of sexual experience where "those differences" really count.

Item 13 contained a key word, "supportive" which may have added to the difficulty in translation of statistical results into conceptual sense. This word negated the intention of the investigator which was to describe a relationship in which the wife lived mainly through her husband, finding her meaning through someone other than herself. Further, it was not geared to the specifically sexual dimension. The item should be reworded to confront notions of sexual submissiveness versus initiation of sexual behavior.

A between-item correlation (not shown) reveals a negative relationship between item 12 and many of the other items. Subjects usually responding toward the androgynous end of the continuum apparently scored near the dichotomous end on this item. Item 13 had fewer negative correlations but many approximating zero. These items comprise two-sevenths of the seven-item scale possibly accounting for the negative contribution of the Ingenue dimension.

Sex and supportiveness--this pair of words seems to illuminate two underlying dimensions in human experience. Follow-up interviews with respondents helped to clarify the response which was initially uninterpretable. Conversations with those who very strongly agreed with these statements disclosed that they were unwilling to assume the sole responsibility for giving (either sex or support) but considered both as behaviors critical and indispensable in good heterosexual relationships.

No attempt was made to determine the accuracy of female perception because of the assumption that individuals finally must make decisions based upon what they believe to be true. An interesting adjunct to this study would be to test the degree of correspondence between the way women think men would respond and the way men do respond. An important finding would be to discover which group is most perceptive, most accurate in their notions of what men think. Counselors, most conspicuously in the "people business" should be among the most insightful.

In addition to the accuracy problem there is the "chicken and egg" problem. Establishment of the existence of a relationship makes no unequivocal cause and effect statements. We cannot say with certainty whether women choose men who will tolerate their career aspirations or whether women develop career aspirations which men will tolerate. There is, however, some evidence for the latter as the majority said they would not pursue their present career plans over the opposition of significant men.

The best guess is that the relationship between career choice and relations with men is complex, interrelated and reciprocal. Sex-role identification and definition starts early in life and is influenced by both parents, a wide assortment of individuals of both sexes plus the inanimate but powerful forces of mass media.

Women (as well as men) are selectively attractive to the opposite sex. Respondents (especially in the math-science category) interviewed tell of "turning off" and being "turned off" by men whose definition of femininity will not admit for example, the legitimacy of a female engineer. These women frankly admit the depletion of potential husband material which accompanied their career choice. At the same time most of them gave a higher priority to marriage than to career, as vitally important as the latter is in their lives.

Another interesting bit of information came from the interviews, the feelings of other women toward those who have undertaken the serious pursuit of a career outside the feminine tradition. Often women friends, the respondents reported, were more discouraging than men, a phenomenon supportive of Goldberg's (1968) findings on the prejudice of women against women. The majority named husbands as the most influential men although friends, fathers, employers and even sons were also listed. Few reported having experienced personal discrimination to any extent although they were in the preparatory stages of their careers and they noted that it exists for many women.

Husbands and potential husbands are key figures in women's career plans. Eleanor Roosevelt's advice to a fellow writer is well taken, "If a woman wants to pursue her own interests after marriage, she must choose the right husband" (Bowen, 1970).

Despite the high value women place on men and marriage there are sacrifices demanded of men married to women such as the androgynous subjects in this sample. They come home once in a while to an empty house, they occasionally are left at home while their wives attend out-of-town conferences and they often pitch in to help with household chores heretofore known as woman's work.

It takes a sturdy masculine ego to survive all of the above yet more threatening are the psychological implications of a wife who is successful in the outside world. His manhood must be well established in his own mind before he can relinquish the image of woman as helpmate in the traditional sense. In exchange he may find a companion who, confident in her own autonomy can help in many ways, not the least of which is the ability to offer intellectual and emotional companionship plus an understanding of the work world born of actual participation.

Teaching and counseling are professions which by their nature are less threatening psychologically to husbands for they fit the traditional role of feminine behavior which is supposed to be nurturent, supportive and protective. For the man who wants his wife to devote herself wholely to home and family, of course any serious diversion of her attention would be unwelcome. Previous measurement of homemakers without college degrees showed them holding more dichotomous opinions of male views than working women (Hawley, 1968). College experience

apparently brings males with more liberal notions of female behavior into the life space of women and may also indicate a father with similar views. Whatever their views, men are key figures in the career development of women. This study, in a new setting, with a different population, testing women in the preparatory stages of their careers (instead of in all stages) replicated the major finding of the previous study--that women in different careers have significantly different perceptions of male attitudes.

We have said that the androgynous model offers the greatest freedom of choice in regard to the number of careers psychologically available. Implicit is a valuing of variety followed by self-selection as opposed to making judgments about sexually appropriate career choices. There are indications that this model is becoming more commonly accepted as women's liberation movements, legislative acts on sex discrimination and the sheer weight of numbers (a predicted 22 percent increase of female workers compared to 9 percent increase of male workers by 1975) contribute to changing sex roles. Certainly any changes in female role definition effects male role definition as well. As the "black problem" is really a black-white problem, so the female-role problem is shared by both sexes. In a very real sense the act of freeing one frees the other. Men are not free of sex-defined role constrictions either, although some manage to become elementary teachers, social workers and male nurses without jeopardizing their male identities.

It is important to note that the androgynous model merely expands the boundries surrounding career options. There is nothing in the view that implies any choice is superior to any other. It does not argue for example, that homemaking makes less of a contribution to society than medicine or education. The assertion is only that the biological model has been extended into areas of behavior where sexual differences are unimportant and the inappropriate application of sexual distinction is now dysfunctional.

If the androgynous model becomes more universally accepted women will not need to struggle with the sex-role violation problem. It seems unlikely that they will storm the gates of masculine preserves en mass demanding entrance and flooding the field. A more reasonable expectation is that they would choose in much the same way that men choose now, their selection could be based upon interest, ability, opportunity and chance.

Counselors have a responsibility to recognize a variety of feminine models (whether they share them or not) and to help counselees realize that those assumptions acquired so early they seem natural are not necessarily universal or "real." Individuals who learn to articulate "who" and "where they are" do more than merely verbalize less-than-conscious aspects of personality. By gaining a clearer notion of themselves they also engage in the process of creating themselves. Learning to tune in on the process of self creation is education in its fundamental form for it provides a way for purposeful change.

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APPENDIX

TABLE EIGHT

Item Choice Distribution Percentages for Math-Science Group

		Scores in percentages							
	Item	1	2	3	4	5	6	mean	s.d.
Partner	1	23	33	38	05	00	00	2.26	0.88
	2	00	03	36	41	18	03	3.82	0.85
	3	08	03	28	36	18	08	3.77	1.25
	4	33	33	31	03	00	00	2.03	0.87
	5	13	18	31	28	08	03	3.08	1.24
	6	46	18	28	03	03	03	2.05	1.23
	7	23	28	26	15	08	00	2.56	1.23
Ingenue	8	18	21	23	28	05	05	2.97	1.39
	9	38	23	33	05	00	00	2.05	0.97
	10	33	26	28	10	03	00	2.23	1.11
	11	38	08	33	13	05	03	2.46	1.39
	12	13	26	21	28	10	03	3.05	1.32
	13	05	13	13	41	10	18	3.92	1.40
	14	05	13	56	21	05	00	3.08	0.87
Homemaker	15	18	15	54	10	03	00	2.64	0.98
	16	05	21	46	15	13	00	3.12	1.05
	17	21	28	38	13	00	00	2.44	0.97
	18	23	38	31	05	00	03	2.28	1.05
	19	26	28	36	08	03	00	2.33	1.03
	20	08	16	49	26	00	03	3.03	0.99
	21	23	26	36	13	03	00	2.46	1.07

TABLE EIGHT (continued)

		Scores in percentages							
	Item	1	2	3	4	5	6	mean	s.d.
Competitor	22	15	15	54	13	03	00	2.72	0.97
	23	38	21	38	03	00	00	2.05	0.94
	24	46	13	36	05	00	00	2.00	1.03
	25	13	18	46	18	05	00	2.85	1.04
	26	18	23	36	15	08	00	2.92	1.17
	27	21	23	51	03	03	00	2.44	0.95
Knower	28	05	26	46	18	05	00	2.92	0.93
	29	05	13	31	41	10	00	3.38	1.02
	30	23	38	31	08	00	00	2.23	0.90
	31	33	26	33	08	00	00	2.15	0.99
	32	64	21	13	00	00	03	1.59	1.02
	33	44	26	26	03	00	03	1.97	1.11
	34	13	08	49	18	05	08	3.18	1.30
	35	13	21	31	28	05	03	3.00	1.21

TABLE NINE

Item Choice Distribution Percentages for Counselor Group

		Scores in percentages							
	Item	1	2	3	4	5	6	mean	s.d.
Partner	1	29	27	31	12	02	00	2.31	1.08
	2	04	04	31	42	06	12	3.77	1.15
	3	06	12	19	38	12	13	3.79	1.35
	4	33	12	35	17	00	04	2.52	1.32
	5	10	13	33	37	08	00	3.19	1.09
	6	33	19	37	10	02	00	2.29	1.09
	7	19	13	42	13	08	08	2.90	1.35
Ingenue	8	13	13	31	31	08	04	3.17	1.28
	9	25	19	46	08	00	02	2.44	1.07
	10	19	23	44	08	02	04	2.62	1.17
	11	20	15	58	04	00	04	2.62	1.09
	12	06	12	48	31	04	00	3.15	0.89
	13	04	02	27	40	13	13	3.98	1.18
	14	08	21	35	29	08	00	3.08	1.06
Homemaker	15	23	25	37	06	10	00	2.54	1.10
	16	12	12	46	19	10	02	3.10	1.16
	17	25	12	46	17	00	00	2.56	1.06
	18	23	19	50	06	00	02	2.46	1.04
	19	25	23	35	17	00	00	2.44	1.06
	20	12	13	60	13	00	02	2.83	0.94
	21	19	21	38	17	04	00	2.65	1.10

TABLE NINE (continued)

	Item	Scores in percentages 1	2	3	4	5	6	mean	s.d.
Competitor	22	15	10	56	15	00	04	2.87	1.10
	23	19	19	42	13	02	04	2.71	1.21
	24	21	15	60	06	02	04	2.63	1.17
	25	12	20	44	17	02	06	2.96	1.20
	26	15	04	38	37	04	02	3.15	1.16
	27	17	15	50	15	00	02	2.71	1.05
	28	12	13	35	31	04	06	3.19	1.25
Knower	29	06	10	25	46	04	10	3.62	1.21
	30	21	19	50	08	02	00	2.50	0.98
	31	13	15	50	04	02	06	2.63	1.27
	32	42	20	35	04	00	00	2.00	0.97
	33	31	20	42	08	00	00	2.27	0.99
	34	15	12	29	33	08	04	3.17	1.31
	35	20	06	48	21	00	06	2.94	1.26

TABLE TEN

Item Choice Distribution Percentages for Teacher Group

	Item	Scores in percentages 1	2	3	4	5	6	mean	s.d.
Partner	1	13	22	44	16	04	00	2.76	1.03
	2	02	02	09	53	24	09	4.22	0.97
	3	04	00	18	38	27	13	4.22	1.17
	4	22	31	31	31	13	02	2.42	1.06
	5	11	07	24	36	20	02	3.53	1.27
	6	29	18	36	16	00	02	2.47	1.20
	7	09	16	31	29	09	07	3.33	1.30
Ingenue	8	04	04	33	44	07	07	3.64	1.07
	9	16	33	44	07	00	00	2.42	0.84
	10	20	20	33	20	04	02	2.76	1.25
	11	24	22	33	16	02	02	2.56	1.22
	12	11	11	38	27	09	04	3.24	1.25
	13	04	02	09	47	20	18	4.29	1.20
	14	02	04	71	13	02	07	3.29	0.94
Homemaker	15	11	04	49	24	07	04	3.25	1.17
	16	00	07	47	31	09	07	3.62	0.98
	17	09	11	40	29	04	07	3.29	1.22
	18	13	11	56	09	11	00	2.93	1.10
	19	11	24	44	15	00	04	2.82	1.11
	20	02	11	42	38	07	00	3.36	0.86
	21	04	13	39	27	02	04	3.22	1.02

TABLE TEN (continued)

	Item	Scores in percentages 1	2	3	4	5	6	mean	s.d.
Competitor	22	04	11	47	29	04	04	3.31	1.04
	23	13	11	36	36	04	00	3.07	1.10
	24	20	07	51	20	22	00	2.78	1.06
	25	11	07	42	29	07	05	3.27	1.19
	26	07	09	44	31	09	00	3.27	0.99
	27	04	13	69	09	00	04	3.00	0.90
	28	04	07	47	31	04	07	3.44	1.08
Knower	29	02	04	16	60	13	04	3.91	0.92
	30	09	27	49	15	00	00	2.71	0.84
	31	09	09	60	18	00	04	3.04	1.02
	32	38	11	42	07	00	02	2.27	1.18
	33	18	20	49	09	00	04	2.67	1.15
	34	04	04	33	49	02	07	3.60	1.03
	35	09	16	38	29	09	00	3.13	1.08

MEN'S ATTITUDES TOWARD WOMEN

All of these statements are concerned with what men think women should be or do. Please indicate the strength of your agreement or disagreement by using the appropriate letter. Respond to all items.

It is important that you respond as you think the important or significant men in your life believe. Before you start, decide on the men in your life who have influenced you. There may be contradictory influences. In this case, think of the most influential men (or if some are of equal influence, the most recently influential men) and the way in which they view female behavior.

A. Agree	D. Disagree
B. Strongly agree	E. Strongly disagree
C. Very strongly agree	F. Very strongly disagree

_____ 1. Significant men in my life think men and women should share both the responsibilities and privileges of life equally.

_____ 2. Significant men in my life think women should be the "power behind the man" and not the one "out in front."

_____ 3. Significant men in my life think women should let the man believe he is the dominant one even if this is not true.

_____ 4. Significant men in my life think women should always be honest when they are asked an opinion, even if this opinion is in disagreement with a man.

_____ 5. Significant men in my life think there should be a division of labor between the sexes, as women and men have different abilities.

_____ 6. Significant men in my life think women should be paid the same salary which would be paid to a man in the same position.

_____ 7. Significant men in my life think they should make the decisions regarding important financial matters and women should make decisions regarding home and children.

_____ 8. Significant men in my life think women expect to be slightly illogical.

_____ 9. Significant men in my life think women should be helpless because this is flattering to a man.

_____ 10. Significant men in my life think women who are easily impressed and somewhat naive are especially feminine.

_____ 11. Significant men in my life like women who use "feminine wiles" to accomplish their aims.

_____ 12. Significant men in my life dislike women who think sex is paramount in all man-woman relationships.

_____ 13. Significant men in my life think the one single most important thing a wife can do to insure a good marriage is to be supportive to her husband.

_____ 14. Significant men in my life think it is extremely important to marry a woman who is physically desirable in the eyes of other men.

_____ 15. Significant men in my life think women should never let outside interests or activities interfere with their domestic duties.

_____ 16. Significant men in my life think the best way for women to express their love for their families is to perform the small services, e.g., lay out clothes, cook favorite dishes, etc.

_____ 17. Significant men in my life think it is possible for women to handle both a home and an outside career and do justice to them both.

_____ 18. Significant men in my life think women do not belong in business and professional life because they act inappropriately; for example, they burst into tears when things go wrong, they demand equal treatment with men in some cases and insist on their feminine prerogatives in others.

_____ 19. Significant men in my life think women who engage in activities outside the home are more interesting than those who do not.

_____ 20. Significant men in my life think women are naturally "people-centered" and men are naturally "idea-centered."

_____ 21. Significant men in my life think woman's place is in the home.

_____ 22. Significant men in my life think modern woman is too competitive.

_____ 23. Significant men in my life think women should be able to follow any vocation or profession they wish, even if it violates tradition.

_____ 24. Significant men in my life think women should not compete for top-salaried positions.

_____ 25. Significant men in my life do not want women to be highly successful in areas where their own egos are deeply involved.

_____ 26. Significant men in my life think women can be competitive in all endeavors without appearing masculine.

_____ 27. Significant men in my life think women should never be placed in positions of authority over men, even if they are qualified.

_____ 28. Significant men in my life think the relationship between husbands and wives can be good even if both are competing in the same area.

_____ 29. Significant men in my life think the intellectual capacity of men and women is equal but different.

_____ 30. Significant men in my life think it is more important for a truly feminine woman to be beautiful than to be intelligent.

_____ 31. Significant men in my life think women should limit themselves to friendships with other women.

_____ 32. Significant men in my life think it is just as important to educate their daughters as to educate their sons.

_____ 33. Significant men in my life think it is important for a woman to be articulate and verbally fluent.

_____ 34. Significant men in my life think it would be perfectly appropriate to have a woman President of the United States if she were qualified.

_____ 35. Significant men in my life think there are no genetically-based differences in the way men and women think.

PERSONAL INFORMATION

1. Name _____

2. Father's education (in years completed) _____

3. Mother's education (in years completed) _____

4. Father's occupation _____

5. Mother's occupation _____

6. Husband's occupation, if married _____

7. Number and age(s) of children _____

8. Your career objective _____

_____

9. If you are a teacher-in-training, grade level you prefer to teach

_____

_____

10. If you are (or have been) a teacher, years of teaching experience

_____

_____

11. Would you pursue an education leading to a career to which your husband objected? (Please answer, whether or not you are married.)

Yes _____ No _____

12. List men who have been influential in your career and educational choices (e.g., teacher, husband, employer, brother, friend, etc.).

_____

_____

13. Current units this semester _____

14. Ethnic background

    Black

    Brown

    Oriental

    American Indian

    Caucasian

        Italian

        German

        Other (please specify)

15. Age

16. Comments